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ABSTRACT

Part one of this volume contains two sets of materials developed for use in the Southern Illinois University-Carbondale teacher education program, which prepares regular classroom teachers to work in a mainstreamed environment. The first section is a multidisciplinary bibliography of educational materials which regular teachers could use in teaching mainstreamed students. The second is a listing of tests which could be used with the handicapped as well as regular students. The purpose, appropriate age groups, type of administration, time requirement, and publisher are shown for each test listed. The second part of the volume contains the evaluation instruments developed for the program. Two criterion-referenced tests are presented: one on the role of the regular educator in the education of the handicapped, and one on the characteristics of handicapped students. (JD)

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# RESOURCES AND EVALUATION INSTRUMENTS FOR THE SIU-C DEAN'S GRANT PROJECT

Volume II

Dean's Grant Project: FIRST YEAR REPORT

Office of Special Education - CONTRACT 790 1158

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U.S. DEPARTMENT OF EDUCATION
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Dean Elmer J. Clark should also be recognized for his continued support of the project. The faculty who provided feedback on the value of the material and the usefulness for their classes are also to be thanked.

Nancy L. Quisenberry
Project Director

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# PART I

## Materials Developed for Faculty/Student Use

Part I of Volume II contains two sets of materials developed for use in the Southern Illinois University-Carbondale (SIU-C) Teacher Education Program. The first set is a Bibliography of Special Education Materials which regular teachers could use in teaching mainstreamed students.

The second set of materials is a listing of tests which could be used with the handicapped as well as regular students. The purpose, age group with which to be used, type of administration, time requirement, and publisher are shown for each test listed.

Bibliography of Special Education Materials

## LANGUAGE DEVELOPMENT

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Peabody Language Development Kits, Levels P | P | Receptive Association Expression, Linguistic Skills | Manual, Stimulus Cards Family and Home Fruits and Vegetables Visual Closure Templates Stud[illegible] Poste[illegible], Records, Puppets, Xylophone | American Guidance Co. |
| I | K | | | |
| II | 2-3 | | | |
| III | 3-4 | | | |
| | (Listening) (Reading) | | | |
| Listening Comprehension Skills Kit | | Comprehension Skills | Teachers Guide, Self-Directing, Self-Correction | Curriculum Associates |
| A | 1-4 2-5 | | | |
| B | 3-6 4-7 | | | |
| C | 5-8 6-9 | | | |
| D | 7-10 8-10 | | | |
| Learning our Language Revised Book I | 6-7 | Functional English | Worktext, Answer Key | Steck-Vaughn Company |
| II | 7-8 | | | |
| Developmental Language Lessons, Levels I | P-K | Language Structure | Formal and Internal Diagnostic Procedure Exercises | Teaching Resources Corp. |
| II | 3-7 | | | |
| Peabody Early Experiences Kit (PEEK) | P-K | Affective, Cognitive Linguistic Skills | Teachers Guide, Pazoos Pouch and Stump, Lesson Manual Puppets, Pocket Charts, etc. | American Curriculum Services, Inc. |
| Mott Basic Language Skills Program, Books | | Programmed Text Self-Instruction | Word Skills, Beginning Language, Comprehension, etc. | Allied Educational Company |
| 1301 - 1306 | 1-5 | | | |
| 1607 - 1610 | 5-7 | | | |
| 1911 - 1914 | 7-9 | | | |

## LANGUAGE DEVELOPMENT

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Useful Language<br>Level 1<br>Level 2<br>Level 3 | Preschool<br>Primary<br>P-6 | Language Skills Related to Social Development | Duplicating Masters Teachers Guide | The Continental Press, Inc. |
| Language Skills Step-by-Step Kit A & B | P-6 | Basic Language Skills | Diagnostic Test, Teachers Guide, Duplicating Masters Pretests | The Continental Press, Inc. |
| Primary Language Arts<br>Intermediate Language Arts | K-6<br>7-9 | Comprehension, Listening, Sequencing, Dictionary Skills | Workbooks | Love Publishing Company |
| Distar Language Series I, II, III | P-3 | Expressive and Receptive Language & Cognitive Skills | Presentation Books, Story Books, Teachers Guide, Homework Book | Science Research Associates |
| Learning Through Seeing: Instant Words & Phrases Program | 7-9 | Help overcome problems in Reversals. Transpositions, Similarities | Filmstrip Lesson, Tachist-o-Flasher, Teachers, Manual | Love Publishing Company |
| Building Sentences Step-by-Step | P-3 | Sentence Structure | Verb Pictures, Word Phrases and Sentences | Dormac, Inc. |
| Peabody Articulation Cards | K-12 | Consonants and Blending | Stimulus Cards, Sort Rod Manual | American Guidance Service |

## READING

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Scope Reading Skills (1-5) | 4-6<br>7-9 | Comprehension Skills | Workbook Exercises<br>Workbook Exercises | Scholastic Book Service |
| Scope Visuals, 14, 15, 19. | 4-6 | Comprehension Skills | Visual Exercises | Scholastic Book Service |
| Criterion Reading Program | K-College | Comprehension and Study Skills | Study Guides, Skill Cards, Answer Keys, Spirit Masters | Instructional/Communications Technology, Inc. |
| Multiple Skills Series | Pre-7 | Sight Word Vocabulary | Placement tests, Non Consumable, Record Sheets, Spirit Masters | Barnell-Loft, Ltd. |
| Now Reading Series | 2-4 | Comprehension | Textbook, Cassette, Exercises | Heron Publishers |
| Reading Skills Centers | P-6 | Comprehension, Vocabulary, Oral Reading | Workbooks, Self Instruction | Curriculum Associates |
| Individualized Direction in Reading | 1-6 | Phonics Comprehension, Individual Analysis | Self-Instruction Criterion Re | Steck-Vaughn Company |
| Touchtone Series | 7-10 | Vocabulary Skills High Interest | Textbook, Answer Key | Steck-Vaughn Company |
| Reading Comprehension | 1-3 | Comprehension | Consumable Book, Teachers Guide, Review Lesson | Steck-Vaughn Company |
| Distar I, II, III | P-3 | Reading Comprehension | Teacher's Manual, Testbook Spelling Book, Take Home Workbooks, Cassettes | Science Research Associates |

## READING

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Sullivan Reading Program | 1-12 | Sightword Vocabulary, Sound Symbol Relationship | Response Books, Placement Exam, Self Pacing. | Behavioral Research Assoc. |
| The Mott Program for Remedial Reading | 1-5 | Word Skills, Beginning Language, Grammar and Survival Skills | Workbooks, Self-Instruction | Allied Education Press |

| | READING LEVEL | GRADE LEVEL | HIGH INTEREST - LOW DIFFICULTY | |
|---|---|---|---|---|
| Space Police | 4th<br>9-12<br>2-3 | 4-8 | High Interest, Low Difficulty | Fearon Publications |
| Pacemaker Classics | 9-12 | 7-8 | High Interest, Low Difficulty | Fearon Publications |
| Pacemaker Best Sellers | 2-3 | 4-8 | High Interest, Low Difficulty | Fearon Publications |
| Sport Series | 4 | 4-8 | High Interest, Low Difficulty | Garrard Publishing Co. |
| Go Books | 1-6 | 7-12 | High Interest, Low Difficulty | McGraw-Hill Book Co. |
| Super Stars | 4-6 | 7-12 | High Interest, Low Difficulty | Steck-Vaughn Co. |
| Reading for Winners | 4-6 | 7-12 | High Interest, Low Difficulty | Steck-Vaughn, Co. |
| Helicopter Adventure Series | P-3 | P-4 | High Interest, Low Difficulty | Benefic Press |

## GRAMMAR AND ENGLISH

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Banner English Series | 3-8 | Traditional Grammar | Textbook, Teachers Manual Chapter Review Tests | Steck-Vaughn Co. |
| Continental Practice Exercises in English, Book 5-9 | 4-6<br>7-9 | Grammar | Workbook | The Continental Press, Inc. |
| English Mastery | 9-12 | Grammatical rules, usage, English Composition | Workbook | Steck-Vaughn Company |
| Make a Statement Spinning Grammar | 1-6 | Grammar | Lesson Plans, gameboard Following Activity Record Sheet | Opportunities for Learning, Inc. |
| Enrichment Rousers Series | 7-12 | Grammer | Spirit Masters and Individualized activities | Opportunities for Learning, Inc. |
| Lessons in Syntax | 7-12 | Hearing Impaired | Synatic Structure | Dormac, Inc. |
| TSA Syntax Program | 7-12 | Syntactic Structure | Teachers Guide, Behavorial Operation, Pre-Post Test, Answer Sheets | Dormac, Inc. |
| Strictly Grammar | 7-12 | Parts of Speech | Workbook | Mafex Associates, Inc. |

## SPELLING AND VOCABULARY

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| A Spelling Workbook for Corrective Drill for Elementary Grades | 4-6 | Spelling | Workbook | Educator's Publishing Service |
| A Vocabulary Builders Series Books | 7-12 | Vocabulary | Workbook | Educator's Publishing Service |
| Programmed Spelling Demons | 7-9<br>10-12 | Spelling | Workbook | Prentice-Hall, Inc. |
| Gateways to Correct Spelling - Revised | 7-12 | High School Spelling | Workbook, Teacher's Manual | Steck-Vaughn Company |
| Verbs | P-9 | Hearing Impaired Verbs | Reproductable Skills | Dormac, Inc. |
| Basic Vocabulary Study Cards | Primary | Hearing Impaired | Record Sheets, Pre-post Test Card Manual | Dormac, Inc. |
| The Phonetic Reading Chain | 8-Adult | Oral Reading, Silent Reading, Word Attack Training | Workbook Exercises, Teacher's Manual, Phoneme Flashcards | Mafex Associates, Inc. |
| A New Time for Phonics | P-9 | Decoding Skills | Workbook, Diagnostic-Prescriptive | McGraw-Hill Book Co. |

## MATHMATICS

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Math Amusements in Developing Skills... Vols. I, II. | 4-6<br>7-9 | Basic Math Skills | Workbook Exercises | Midwest Publication Co. |
| Useful Arithmetic... Vols. I, II. | 4-6<br>7-9 | Applied Arithmatic | Workbook Exercises | Frank E. Richards |
| General Math I | 4-6<br>7-9 | Basic Math Skills | Workbook Exercises | Houghton-Mifflin Co. |
| Exploring Mathmatics Books I, II, III, IV. | 7-9<br>10-12 | Basic Math Skills | Workbook Exercises | Globe Book Company |
| Learning Basic Arithmetic Series | K-3 | Basic Computational Skills | Teacher's Edition, Pupil Edition, Program Guide, Testbook | McGraw-Hill Book Co. |
| Pacemaker Arithmetic Program | K-6 | Arithmetic, Comprehension and Numeration | Text | Fearon-Pitman Publishers |
| Computapes | 1-6 | Arithmetic Computation | Modules, Tapes | Science Research Assoc. |
| Intermediate Math Program | 7-9 | Basic Concepts & Skills | Tapes, Response Booklets, Placement Kit, Teacher's | Special Education Materials, Inc. |
| Mastering Decimal & Percent Skills | 5-12 | Basic Concepts & Skills | Student Workbook, Cassettes, Teacher's Guide | Mafex Associates, Inc. |
| Moving to Metric Measurements | 4-6 | Practical Application | Worktext, Meter Sticks, Measuring Spoons, etc. | Steck-Vaughn Company |
| Succeeding in Mathmatics | K-6 | Fundamental Skills & Concepts | Workbook, Drill & Practice Material, Self-Tests, Chapter Review, Teacher's Edition. | Steck-Vaughn Company |

## MATHMATICS

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Practical Mathematics Workbooks | 1-6 | Basic Math Concepts | Workbooks, Annotated Teacher's Edition, Placement Test | Benefic Press |
| P.R.A.I.S.E. Math Program | 7-12 | Basic Math Skills, Beginning Algebra | Teacher's Manual, Workbooks, Diagnostic Tests, Chapter Quizzes, Cassettes | Opportunities for Learning, Inc. |
| SRA Mathmatics Learning System | K-8 | Basic Computational Skills, Metrics, Geometry | Spirit Masters, Survey Test, Teacher's Guide | Science Research Assoc. |
| Level A | P-3 | | | |
| B | 3-8 | | | |

## SOCIAL STUDIES AND HISTORY

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Geography Skills Series | 3-6 | Geography, Environmental Citizenship | Consumable Worktexts | Steck-Vaughn Company |
| People in the World of Change | 1-6 | Geography, Environmental Citizenship | Teachers Manual Textbook, Duplicating Masters | Benefic Press |
| Your Government and You | 4-6 | Government | Workbook Exercises | Frank E. Richards Publishing Company |
| World History Lesson | 4-9 | World History | Textbook Exercises | Follett Educational Corp. |
| Our United States | 4-6 | General Knowledge | Textbook | New Readers Press |
| Search American History Plays | 4-6<br>7-9 | General Knowledge | Textbook Exercises | Scholastic Book Services |
| Promise of America | 4-6 | Comprehension | Workbook Exercises | Scott-Foresman |
| American History Study Lessons, Unit 1-9 | 7-9 | American History | Workbook Exercises | Follett Educational Corp. |
| Map Skills | 6-12 | Understudy Map Symbols | Large Maps, Activity Book | Opportunities for Learning, Inc. |
| Basic Map Skills | 1-3 | Concepts of Direction | Maps | Opportunities for Learning, Inc. |
| Foundation in History | 4th grade Reading Level | General Knowledge | Worktext Series, Teachers Guide | Opportunities for Learning, Inc. |
| The Living History Book | 4-6 | American History | Tapes and Activities Book, Teachers Manual | Special Educational Materials |

## SOCIAL STUDIES AND HISTORY

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Skills Development Transperancies | 4-10 | Map Skills | Transparencies | Benefic Press |
| Basic Concepts Series | 4-9 | Geography, History, Economics, Government | Textbooks | Benefic Press |

## SCIENCE

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Idea Science Program Life Science, Earth Science, Physical Science. | 7-9 8 9 | Animal and Plant Life Earth Structure, Energy, Light, Speed | Teachers Edition, Test Booktext, Self-Pacing Workbooks, Spirit Masters | Steck-Vaughn Co. |
| Wonders of Science | 7-12 | General Science Concepts | Workbooks, Chapter Review Sections, Teachers Guide | Steck-Vaughn Co. |
| Science for You | 1-6 | General Science Concept | Consumable Workbooks, Annotated Teachers Edition's | Steck-Vaughn Co. |
| Finding Out About | K-6 | Living Things, Earth and Universe, Matter and Energy | Textbook, Experiment and Filmstrips and Cassettes, Teachers Guide, Experiment Cards | Benefic Press |
| Primary Science Kit | K-3 | Primary Experiments | Manual of Experiment, Batteries, Magnetic Compass, Flask, Funnel, "U" magnet | Special Education Material, Inc. |
| The Human Growth Program | 5-7 | Anatomy, Health, Hygiene | Filmstrips, Cassettes, Teachers Guide | Opportunities for Learning, Inc. |
| Gomston | 5-12 | Environmental Problems and Solutions | Filmstrips, Cassettes, Transparencies, Maps Student Rule Sheet, Quiz and Evaluation Sheets, Posters Teachers Manual | Opportunities for Learning, Inc. |
| Elementary Science Study Modules | 7-12 | Measuring, Weighing, Use of Instrument | Teacher's Guide, Problem Cards | McGraw-Hill Book Co. |

## SCIENCE

| NAME OF MATERIAL | GRADE LEVEL | SKILL LEVEL | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Seeds Program | 1-6 | Lesson Plans and Objectives, Activity Masters for Student Activities, Professional Resource Guide | Student Booklet, 2 Sound Filmstrips, Set of Teachers Materials | Science Research Assoc. |
| Controlled Language Science Series | K-6 | Introduction of Insect Life | Teacher's Guides, Student Workbook | Dormac, Inc. |
| I.D.E.A.L. Science Curriculum | 7-12 | Human Body and Health Science | Teachers Manual, Lab Activities, Reproductive Worksheets | Opportunities for Learning, Inc. |

## HEALTH EDUCATION

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Focusing on Health: Second Edition | 9-12 | Consumer Health Cure of Human Body Nutrition | Annotated Teacher Edition Separate Manual Edition toward Sexual Maturity. Pretest, Final Exam, Duplicating Masters. | Steck-Vaughn Company |
| Steck-Vaughn Health Series | 2-8 | Physical & Mental Hygiene | Worktext Exercises, Answer Keys | Steck-Vaughn Company |
| You & Your Body | 6-9 | Attitudes toward Human Life Functions | Color Transperancies, Teachers Guide | Opportunities for Learning Inc. |
| The Human Growth Series | 5-7 | Puberty, Hygiene, Anatomy | Filmstrip/Cassette Teachers Guide | Opportunities for Learning, Inc. |
| Sexuality and the Mentally Handicapped | Special Populations | Teaching & Counseling | Slides, drawings & Diagrams, Teachers Manual | Opportunities for Learning, Inc. |
| Pathways to Health Series | 4-6 | General Knowledge and Comprehension | Workbook | Globe Book Company |

## CAREER EDUCATION

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Career Awareness | K-3 | U.S.O.E. Job Clusters | Filmstrips, Cassettes, Teachers Guide | Special Education Materials, Inc. |
| Career Education Series A | 9-12 | Service Jobs, Jobs in Industry, Jobs in Distribution | Filmstrips, Cassettes Teachers Manual | Special Education Materials, Inc. |
| Career Education Series B | 9-12 | Agricultural Jobs Benchwork Jobs, Forestry, Fishing | Filmstrips, Cassettes, Teachers Manual | Special Education Materials, Inc. |
| Job Experience Kit | 8-12 | Automechanic, Accountant, Appliance and Repair, Carpenter Plumber | Task Materials, Users Guide, Answer Sheet | Science Research Assoc. (SRA) |
| Keys - Career Exploration | 6-Adult | Ten Job families | Filmstrips, Cassettes, Teachers Guide | Science Research Assoc. (SRA) |
| Industrial Arts | 6-12 | Eight Job families | Textbook, Activities | Benafic Press |
| Jobs | 9-12 | Self-evaluation of Student Abilities and Disabilities | Textbook, Teachers Manual Supplement | The Learning Line |
| Me and Jobs | 7-12 | Occupational Decision Making | Filmstrips, Teachers Manual | Opportunities for Learning, Inc. |
| Job Interview Guide and Kit | 7-12 | Preparation for Interviews | Teacher's Guide, Manual Photo Cards, Duplicator Masters | Opportunities for Learning, Inc. |
| The Mafex Target Pre-Vocational Skills | 7-12 | Pre-Vocational Skills | Text/Activity Book, Teachers Guide, Posters | Mafex Association, Inc. |

## CONSUMER EDUCATION

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Math for the Young Consumer | 7-9 | Daily Math Skills | Filmstrips, Cassettes, Activity Teachers Guide | Educational Activities, Inc. |
| The Consumer Mathematics Series | 7-12 | Budgeting, Buying Skills, Income Tax, Insurance | Teachers Manual Test Booklet | The Learning Line |
| Using Money Series | 7-12 | Practical Finance | Workbook | Frank E. Richards Company |
| Survival Skills | 9-12 | Survival Math Skills Survival Reading Skills, Survival Skills in the World of Work | Spirit Masters Post-Tests Answer Keys | Opprotunities for Learning, Inc. |
| Being a Smarter Consumer | 7-12 | Organizing Money Consumer Tips & Traps | Teacher Guide Filmstrips, Cassettes, Worksheet | Opportunities for Learning, Inc. |

## SPANISH

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Primary Reading Fluency Program Correlated with Spanish Basel Reading Series | 1-2 | Basal Stories | Filmstrips, Training Trah-matic Set, Training Vu-matic Set, Spirit Master, Cassettes | Instructional/Communication Technology, Inc. |
| Español to English | P-3 | Transition of Spanish to English | Teachers Presentation Book, Teachers Guide | Science Research Associates |
| Multiple Skills Series | P-3 | Diagnostic, Perceptive | Placement Test, Teachers Manual, Class Record Skill, Worksheets, Spirit Masters, Grade Level | Barnell-Loft, Ltd. |

## MOTOR DEVELOPMENT

**GROSS MOTOR:**

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Pathway School Program | K-2 | Eye-Hand Coordination | Teachers Guide Ball & Target Suggested Games & Activities | Teaching Resources Corp. |
| Learning Games for Exceptional Children | P-9 | Movement Games to enhance Arithmatic and Language Skills | Instructional Guide | Love Publishing Co. |
| Educational Games for Physically Handicapped Children | K-9 | Recreational Games & Materials | Teachers Guide Illustrated | Love Publishing Co. |
| Modern Dynamic Physical Fitness Activities | 4-9 | Flexability and Strength | Records, Manual | Educational Activities, Inc. |
| Frostig Move, Grow, Learn (MGL) | Pre-6 | Agility, Strength Flexability, Balance, Creative Movement & Perceptive Motor Exercises | Activity Cards, Teachers Guide | Special Education Materials, Inc. |
| Coordination Skills | K-6 | Eye-Hand Coordination | Teacher's Manual, Records, yarnballs | Special Education Materials, Inc. |
| Jumpnastics | | Agility, Balance | Records, Manual | Special Materials, Inc. |
| **FINE MOTOR** | | | | |
| Developmental Themes Activities | K-3 | Fine Motor Skills | Teacher's Manual | Mafex Assoc., Inc. |

## MOTOR DEVELOPMENT

### FINE MOTOR

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Fun Activities for Fine Motor Skill | P-2 | Eye-Hand Coordination | Record/Cassette Manual | Educational Activities, Inc. |
| Pattern Lacing Cards | K-3 | Fine Motor | Teachers Guide, Lacing Cards, Colored Laces | Teaching Resources Corp. |
| Beginning to Learn: Fine Motor Skills | P-6 | Finger Speed<br>Arm & Hand<br>Precision | Childrens Books, Tracing Boards, Plastic Templates, Teachers Manual | Science Research Associates |

## ART

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Art: Meaning, Method and Media | 1-6 | Language of Art, Use of Art Tools | Textbooks, Teachers Edition, Evaluation Procedure | Benefic Press |
| Art: Discovery and Creating, Choosing and Expressing. | 7-9 | Basic Art Operation | Textbook, Individualized Lesson Section, Evaluation Section | Benefic Press |
| Art Instruction for Handicapped Children | 3-6 | Use of Various Art Media | Textbook, Planning and Procedure | Opportunities for Learning, Inc. |
| I Can Make a Rainbow | 3-9 | 300 Art Projects | Textbook, Illustrations Step-by-Step Instruction | Opportunities for Learning, Inc. |
| Arts and Crafts for Slow Learners | K-6 | Basic Craft Activities | Textbook, Instructors Curriculum Materials | A. W. Peller and Assoc., Inc. |
| Art Instruction for Handicapped Students | K-6 | Collage Jewelery Sculpture | Activity Book | Opportunities for Learning, Inc. |

## DEVELOPMENT OF PERCEPTUAL SKILLS

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Listening Improvement Series - Listening Progress Laboratory | 4-9 | Auditory Comprehension | Cassette | Educational Progress Corp. |
| Listen and Think Adapted Program | 1-9 | Auditory Comprehension | Tapes | American Printing House for the Blind |
| The Frostig Program for the Development of Visual Perception (Remediation Program) | K-4 | Visual Motor, Figure Ground, Perceptual Constancy, Postion in Space, Spatial Relationship. | Teachers Guide Spirit Masters. | Special Education Materials, Inc. |
| Multi-sensory Materials for Developing Visual Perception | 2-6 | Position in Space, eye-motor coord. | Tapes, responses, booklets, Teachers Manual | Special Education Materials Inc. |
| Auditory Readiness Series "Super Ears" | K-1 | Auditory memory, Auditory comprehension | Cassettes or records, Teachers Manual | Barnell-Loft, Ltd. |
| Visual Memory Cards | K-3 | Visual Memory | Cards | Developmental Learning Materials |
| **PERCEPTUAL MOTOR** | | | | |
| Vanguard School Program Part I | P-3 | Body Awareness, Visual Motor Interpretation Discrimination and Classification, Spatial Relationships | Teachers Guide Workbooks with Activities | Teaching Resources Corp. |

## DEVELOPMENT OF PERCEPTUAL SKILLS

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Visual Motor Development | K-6 | Visual Memory | Audio - Cassette Training Package, Illustrated | Opportunities for Learning, Inc. |
| Beginning to Train: Perceptual Skills | K-1 | Likeness, Differences, Visual Sorting | Transparencies, Filmstrips, Spirit Masters, Teachers Guide | Opportunities for Learning, Inc. |
| Russell Perceptual Sorting Program (RPSP) | K-12 | Visual Discrimination | Instructional/Communication, Teachers Guide, Tack-matic, Filmstrips, Sorting Cards | Instructional/Communications Technology, Inc. |

## DEVELOPMENT OF PERCEPTUAL SKILLS

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Auditory Memory | K-3<br>4-6<br>7-12 | Auditory Memory | Cassettes, Placement Test Lessons, Teachers Guide, Student Worksheets, Record Forms | Instructional/Communications Technology, Inc. |
| Listening Skills for Pre-readers...Vol. 4 | K-2 | Auditory Discrimination | Records, Teachers Guide | Special Education Materials, Inc. |
| Comprehension Through Listening...Vol. | 1-4 | Comprehension | Record, Manual | Special Education Materials, Inc. |
| Happy Time Listening | K-3 | Auditory Discrimination | Record, Manual, Student Participation | Special Education Materials, Inc. |
| Auditory Perception Program 2820-Auditory Discrimination Set | 6-8 | Auditory Discrimination | Manual, Lessons, Cassettes | Educational Corporation of America |
| Auditory Discrimination in Depth | K-8 | Auditory Discrimination | Cassette, Visual, Teachers Guide | Teaching Resources Corp. |
| World of Sound | K-3 | Auditory Sequential Memory | Records or tapes | H. Wilson Educational Recordings |
| And the Beat Goes On for Physical Education | 6-8 | Auditory Sequential Memory | Records, Student Participation | Educational Activities, Inc. |
| Building Verbal Power in the Upper Levels | 4-8 | Auditory Association | Records | Classroom Material Co. |
| Stories in Sound | K-1 | Auditory Association | Records | Children's Music Center |

## SOCIAL DEVELOPMENT

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| Developing Understanding of Self and Others (DUSO) | D1-K-P<br>D2-P-4 | Understanding Feelings Understanding Others Independance - Understanding Goals and Responsible Behavior | Teachers Manual, Story Books, Records, Group Discussion Cards, Posters, Puppets | American Guidance Service |
| My Friends and Me | Preschool | Personal Identity, Social Skills | Teachers Guide, Activity Manual, Activity Books, Magnetic Shapes, Storybooks Activity Cards, Songcards, Cassettes, etc. | American Guidance Service |
| Transition | 6-9 | Communication Skills, Non-Verbal Communication Needs, Goals, Expectation | Manuals, Posters, Cassettes, Script Booklets, Duplication Masters, Discussion Cards, Feeling Work Cards | American Guidance Service |
| Roll-a-Role | 3-12 | Non-Competitive Games | Character Cubes, Talk Topic Desk Chart and Timer | Opportunities for Learning, Inc. |
| Now What Do I Do | 9-12 | Problem Solving Common teenage problem, | Tapes, Workbooks | Opportunities for Learning, Inc. |
| Social Perceptual Training Kit for Community Living | 9-12 | Social Comprehension | Books, Slides, Cassettes, Transparencies, Spirit Masters | Educational Activities Inc. |
| Teaching Children Through Unfinished Stories | K-7 | Integrity, Courage, Responsibility, Justice, Reverence, Love | Filmstrips and Cassettes | Educational Activities, Inc. |

## SOCIAL DEVELOPMENT

| NAME OF MATERIAL | GRADE LEVEL | SKILL AREA | COMPONENTS | COMPANY |
|---|---|---|---|---|
| REACT | 9-12 | Death, Arrest, Unemployment, Divorce | Teaching Guide, Case Studies, Application Forms. | F. E. Braswell Company |
| Focus on Development Stage I, II, III | K-2<br>2-4<br>4-6 | Understanding Self, and Others | Teachers Guide, Filmstrips, Cassettes, Photoboards, Pupil Activity Book, Easel | SRA (Science, Research Association) |
| Free to be...you and me | 1-4 | Acceptance of Differences between people | Filmstrips, Cassettes, Posters, Teacher's Guide | McGraw-Hill Book Co. |

## RESOURCES

| MATERIAL | COMPANY |
| --- | --- |
| Bibliography of Secondary Materials for Teaching Handicapped Students | Presidents Committee on Employment of the Handicapped<br>Washington D.C. 20010 |
| Curriculum Materials for Bilingual and Multicultural Education. An Annotated Bibliography...Vol. I - Spanish Language Arts: Vol. II - Content Area Materials - Spanish and English | Bi-Lingical Education Service Center<br>500 S. Dwyer<br>Arlington Heights, Il. 60005 |
| Guide to Information Systems in Physical Education and Recreation for Impaired, Disabled and Handicapped Persons | Physical Education & Recreation for the Handicapped: Information & Research Utilization Center<br>c/o A.A.P.H.E.R.<br>1201 16th St. NW.<br>Washington, D.C. 20036 |
| Catalog of Instructional Materials for the Handicapped Learner | Handicapped Learner Material Distribution Center<br>Special Material Project<br>Indiana University<br>Bloomington, Indiana |
| Language Catalog: French, Spanish, Italian, Latin, German, Russian | International Film Bureau, Inc.<br>332 South Michigan Ave.<br>Chicago, Il. 60604<br>(312) 427-4545 |
| Strategies for Training Regular Educators to Teach Children with Handicaps - Videotape Program (STRETCH) | Hubbard<br>P.O. Box 104<br>Northbrock, Il. 60062 |
| Sourcebook: Science Education and the Physically Handicapped | National Science Teacher Association<br>1742 Connecticut Ave., NW.<br>Washington, D.C. 20007 |

## BIBLIOGRAPHY

Allied Educational Press
P.O. Box 78
Galien, Michigan 49113

American Guidance Service
Publishers Building
Circle Pines, Minnesota 55014
(612) 786-4343

American Printing House for the Blind, Inc.
1839 Frankfort Avenue
Louisville, Kentucky 40206

A. W. Peller and Associates, Inc.
Educational Materials
124 Rea Av.
Hawthorne, New Jersey 07506

Barnell-Loft, Ltd.
958 Church St.
Baldwin, New York 11510
(516) 868-6064

Behavioral Research Laboratories
Box 577
Palo Alto, California 94302

Benefic Press
1900 N. Narragansett
Chicago, Illinois 60639
(312) 287-7110

Children's Music Center
5373 West Pico Blvd.
Los Angeles, California 90019



Classroom Material Company
93 Myrtle Drive
Great Neck, New York 11021

Continental Press, Inc.
Educational Publishing
Elizabethtown, Pa. 17022

Continental Press Publications, Inc.
P.O. Box 554
Elgin, Illinois 60120
(800) 233-0759

Curriculum Associates
I.E.S.S., Inc.
P.O. Box 432
1365 South Park Drive
Kernersville, North Carolina 27284
(919) 996-3090

Developmental Learning Materials
7440 Naches Av.
Niles, Illinois 60648

Dormac, Inc.
P.O. Box 752
Beaverton, Oregon 97075
(503) 641-3129

Educational Activities, Inc.
P.O. Box 392
Freeport, New York 11520
(516) 226-4666

Educational Corporation of America
984 Livernois Road
Troy, Michigan 48084

Educational Progress Corporation
8535 East 41st St.
Tulsa, Oklahoma 74145

Educator's Publishing Service
75 Moulten St.
Cambridge, Ma. 02138

Fearon-Pitman Publishing
6 Davis Drive
Belmont, California 94002

F. E. Braswell Company
P.O. Box 14342
Raleigh, North Carolina 27620
(919) 828-7781

Follett Educational Corporation
1010 W. Washington Blvd.
Chicago, Illinois 60607

Gerrard Publishing Company
Champaign, Illinois 61820

Globe Book Company
50 West 23rd.
New York, New York 10010

Heron Publishers, Inc.
Indian Rock Beach,
Florida 33535

Houghton-Mifflin Company
One Beacon St.
Boston, Massachusetts 02108

H. Wilson Educational Recordings
Cassettes Unlimited
Roanoke, Texas 76262

Instructional/Communications Technology, Inc.
Huntington Station
New York, New York 11746

Love Publishing Company
1777 South Belaere St.
Denver, Colorado 80222
(303) 757-2579

Mafex Associates, Inc.
90 Cherry St.
Johnstown, Pa. 15907
(800) 458-0151

Market Linkage Project for Special Education
Special Educational Material
Westerville, Ohio

McGraw-Hill Book Company
1221 Avenue of the Americus
New York, New York 10020

Midwest Publication Company, Inc.
P.O. Box 129
1700 W. Maple Road
Troy, Michigan 48084

Miller, S. R., Benson, C. A., Dennis W., Weaver, Jr.
Secondary Special Education Materials Taxonomy:
Illinois Regional Resource Center
DeKalb, Illinois

New Reader's Press
Box 131
Syracuse, New York 13210

Opportunities for Learning, Inc.
8950 Lurline Avenue, Dept. JK6
Chatsworth, California 91311
(213) 341-2535

Frank E. Richards
Publishing Company, Inc.
330 First St.
Box 370
Liverpool, New York 13088

Scholastic Book Service
904 Sylvan Av.
Englewood Cliffs, New Jersey 07632

Science Research Associates, Inc.
155 N. Wacker Drive
Chicago, Illinois 60606
(800) 621-0564

Special Education Materials, Inc.
484 South Broadway
Yonkers, New York
(914) 963-9060

Steck-Vaughn Company
P.O. Box 2028
Austin, Texas 78768
(800) 531-5015



Teaching Resources Corporation
50 Pond Park Road
Hingham, Massachusetts 02043
(617) 749-9461

The Consortium on Auditory Learning Materials
for the Handicapped
Auditory Learning Materials for Special Education
State of Illinois Instructional Materials Center
Springfield, Illinois

The Learning Line
Ladura Professional Center
P.O. Box
Palo Alto, California 94302

Vallett, R. E., Program Learning Disabilities
Fearon Publishers, 1969
Palo Alto, California

Tests for Use With Handicapped Students

## Achievement Tests

| Title | Purpose | Age Group | Administration | Time | Scores | Pub. Code |
|---|---|---|---|---|---|---|
| Metropolitan Achievement Test | Measures of pupils' achievement in the important skills and content areas of the elementary and junior high school curriculum. There are 5 different batteries, each for different grade levels. | Primary I-Gr.1.5-1.9<br>Primary II-Gr.2.0-2.9<br>Elementary-Gr.3.0-4.9<br>Intermediate-Gr.5.0-6.9<br>Advanced-Gr.7.0-9.9 | Group administration. Requires no special training. | PI-1½ hrs.<br>PII-13/4 hrs.<br>Elem. 23/4 hrs.<br>Int.-4½ hrs.<br>Adv.-4½ hrs. | Standard scores, grade equivalent percentile rank, and stanine for each student. | HBW |
| Peabody Individual Achievement Test | To test pupils achievement in math, reading, spelling, and general information. | K - 12 | Individual administration. No formal training is required. | Untimed. About 30 to 40 minutes. | Raw scores, age and grade equivalents, age and grade percentiles. Each section receives scores as well as the total test. | AGS<br>133 |
| Wide Range Achievement Test | An individually administered standardized measure of achievement in the basic school subjects of reading, spelling and arithmetic. | Level I - 5 years to 11-11<br>Level II - 12-0 to Adulthood | Not necessary to have formal training in test administration. | About 20 to 30 minutes. | Grade equivalents standard scores, and percentiles for each subject. | GA |

Adaptive Behavior Scales

| Title | Purpose | Age Group | Administration | Time | Scores | Pub. Code |
|---|---|---|---|---|---|---|
| Deveruex Elementary School Behavior Rating Scale | The scale was designed to provide a profile of 11 dimensions of overt classroom behavior problems. 9 of these problem behaviors have been shown to interfere with academic achievement. The other 2 facilitate academic achievement. | Elementary school children. | Rating is done by the child's classroom teacher. Not necessary to have formal training in test administration. | About 15-30 minutes. | A profile showing how far from the average the child is on each of the 11 dimensions. | DF |
| Vineland Social Maturity Scales | To assess a child's ability to function in his environment | Up to 25 years of age. | Interview someone who is intimately familiar with person being scored. Need practice and experience in techniques involved with interview. | 30 min. | Total scores are converted to social ages and social quotients. | AGS |
| Walker Problem Behavior Identification Checklist | Designed to identify behavior that interferes with normal school achievement. | Elementary school children. | No formal training is needed. Easy to administer and score. | Recall observation. Over a 2 month period. | A profile showing how the child scores in different categories (e.g. hyperactive, withdraw). | WPS |

## Individual Achievement Tests

| Title | Purpose | Age Group | Administration | Time | Scores | Pub. Code |
|---|---|---|---|---|---|---|
| Durrell Analysis of Reading Difficulty | To discover weakness and faulty habits in reading which may be corrected in a remedial program. | Content of reading ability from non-reading to sixth grade ability. Appropriate for all age groups when used for clinical and remedial purposes. | Not necessary to have formal training in test administration. | About 30-90 minutes | Grade equivalents for each subtest. Also provides a profile of abilities. | HBW |
| Informal Reading Inventories | To test a child's word recognition, word analysis, and reading comprehension. | From pre-primer through eighth grade levels. | Reading passages consist of series of 100-150 words. The selected passages are taken from the reading books that the child is not familiar with. No formal training is required. | About 20 minutes. | A child's scores (reading level) is the highest level (passage) that he reads successfully. | Grunne & Stratton |
| Key Math Diagnostic Arithmetic Test | Individually administered diagnostic assessment of skill in mathematics. Provides 4 levels of assessment | Preschool to grade 6. However, it is approp- | Not necessary to have formal training in test administration. | About 30 minutes. Power Test. | Grade equivalents for each subtest and for total test. | AGS |

Individual Achievement Tests (cont)

| Title | Purpose | Age Group | Administration | Time | Scores | Pub.Cod |
|---|---|---|---|---|---|---|
| | each more specific than the previous one. Prepares as foundation for tailoring an instructional program. | riate for all age groups when used for clinical and remedial purposes. | | | | |
| Spache Diagnostic Reading Scales | A series of integrated tests developed to provide a standardized evaluation of oral and silent reading skills, auditory comprehension, and selected phonics skills. | For normal and remedial readers at the elementary school levels and for remedial readers at junior and senior high school levels. | Not necessary to have formal training in test administration. | About 30-45 minutes for administration and scoring. | Grade equivalents for instruction. Independent and potential reading levels, and for phonics skill. Also, analysis of oral reading errors. | CTB |

Ecological Assessment

| Title | Purpose | Administration | Scores |
|---|---|---|---|
| Checklist | A systematic technique for determining the strength or weakness of a child or a teacher. | Informations are collected from the child's parents regarding the problems of his learning disabilities. | Numbers of score indicate the presence or absence of a particular characteristic. |
| Q-Sort | To determine students' or teachers' concepts of themselves and their environment. | Not necessary to have formal training in test administration. | The differences between the two sortings determine the individual's view of himself and how he would like to be perceived. |
| Questionnaire | To collect any informations that might help to determine a child's needs. | Teachers are advised to contact the child's parents at home to elaborate any questions asked. | |
| Rating Scale | Designed to indicate the degree of the presence of a characteristic and the frequency of an observed behavior. | The teacher has in mind some basic principles directly related to the selection of characteristic to be rated. | |
| Sociometric Techniques | To measure the interpersonal attitudes and feelings of specific members of a group. | Requires a group with defined boundaries where the members of the group know each other for a reasonable period of time. | Date provided determine the child's relative placement within a group and to estimate the level of learning and productivity. |

Instruments to Assess Peer Relationship

| Title | Purpose | Grade level | Administration | Publisher |
|---|---|---|---|---|
| Ohio Social Acceptance Scale | To determine a pupil's acceptance of his classmate. | 3 - 6 | A student is to place each of his classmates in one of the given categories. | Ohio State Department |
| Russell Sage Social Relations Test | To provide information regarding the problem-solving skills of various classroom groups. | 3 - 6 | Easy to administer. No formal training is needed. Can be administered by classroom teacher. | Educational Testing Service |
| Syracuse Scales of Social Relations | To indicate students' rate types of need relationship with classmates. | 5 - 6; 6 - 9; 10 - 12 | Easy to administer. No formal training is needed. Can be administered by classroom teacher. | New York: Harcourt, Brace Jovanovich |

Learning Style Tests

| Title | Purpose | Age Group | Administration | Time | Scores | Pub. Code |
|---|---|---|---|---|---|---|
| Mills Learning Methods Test | To aid the teacher in determining the student's ability to learn new words under different teaching procedures (visual procedures, phonic procedures, and combination procedures). Basically, it is a series of teaching lessons with testing to determine immediate and delayed learning and the appropriateness of the various methods for different individuals. | Content covers primer to third grade level. | Does not require formal training in test administration. | Must be administered on 5 consecutive days. 30 minutes each day. | Raw scores, interpretation is subjective. | MC |

## Mental Ability Tests

| Title | Purpose | Age Group | Administration | Time | Scores | Pub. Code |
|---|---|---|---|---|---|---|
| Peabody Picture Vocabulary Test | Designed to provide an estimate of a subject's verbal intelligence through measuring his hearing vocabulary. It has two equivalent forms of the test. | Preschool to adulthood. | Requires no special preparation other than complete familiarity with the test materials. | Untimed. Takes about 10-15 minutes. | Mental age, I.Q. and percentile. | AGS |
| Slosson Intelligence Test for Children and Adults | A short intelligence test useful as individual screening for both children and adult. An individual test. | About 3 years through adulthood. | Can be administered by teachers, social workers, doctors, and others with a background in testing. | About 20-30 minutes. | Mental age and I.Q. | SEP |

Motor Skill Tests

| Title | Purpose | Age Group | Administration | Time | Scores | Pub. Code |
|---|---|---|---|---|---|---|
| Lincoln - Oseretsky Motor Development Scale | Designed to test motor ability of children. It is an individually administered scale involving both unilateral and bilateral motor tasks. Should be of value to and interest to those concerned with the individual child in clinics, schools, institutions and in private practice. | Children between ages of 6 and 14. | Individual administration. Does not require formal training in test administration. The examiner should be thoroughly familiar with the test. | Less than 1 hour. | Percentiles | CHS |
| The Purdue Perceptual Motor Survey | An instrument developed to assess qualitatively the perceptual-motor abilities of children in early grades. Useful for planning a perceptual-motor training program for individual children. There are 11 subtests. | Primarily for children aged 6-9 years. However, when used as a clinical tool it is appropriate for all age groups. | Requires no special training in test administration. Scoring is somewhat subjective. | About 40-60 minutes. | Subjective ratings of performance. | CEM |

## Perceptual Skill Tests

| Title | Purpose | Age Group | Administration | Time | Scores | Pub. Code |
|---|---|---|---|---|---|---|
| Developmental Test of Visual Motor Integration | A measure of the complex skill, visual-motor integration. This is the ability to use, in an integrated fashion, visual and motor skills. Also provides a separate assessment of visual perception and motor performance. Designed to facilitate educational programming. The visual-motor integration skill is highly correlated with ability to read. | Can be administered to children ages 2-15. However, it was designed primarily for preschool and early primary grades. | Group or individual administration. Not necessary to have formal training in test administration. | About 15-30 minutes | Visual-motor integration age equivalent. This is compared to the child's chronological age. | FEC |
| Frosting Developmental Test of Visual Perception | To measure perceptual skills: eye-motor coordination, figure-ground perception, constancy of shape, position in space and spatial relationships. | For young children between the ages of 4 and 8. Best used as a screening device for nursery-school, kindergarten, and first grade children and older children who evidence signs of learning disabilities. | Group or individual administration. Requires training in test administration. | 40 minutes | Perceptual Quotients, perceptual ages, and scale scores. | CPP |

Perceptual Skill Tests (cont.)

| Title | Purpose | Age Group | Administration | Time | Scores | Pub. Code |
|---|---|---|---|---|---|---|
| Wepman Auditory Discrimination Test | To determine the child's ability to recognize the fine differences that exist between the phonemes used in English speech. | Children over 5 years of age. | Individually administered. Requires no special training in test administration. | About 5 minutes. | Problems are determined by the number of errors made. | LRA |

Preschool Screening Instruments

| Title | Purpose | Age Group | Administration | Time | Scores | Pub. Code |
|---|---|---|---|---|---|---|
| Comprehensive Identification Process (CIP) | A general developmental screening process employed to determine those preschool age children who may be at risk for school achievement or who may be demonstrating developmental delays. | 3-5 yrs. of age. | Individual. No formal training in test. Administration is required. | About 30 minutes. | Developmental age range yields information relative to child's rate of development compared to norms. | Scholastic Testing Service |
| Developmental Indicators for the Assessment of Learning (DIAL) | A general developmental screening process employed to determine those preschool age children who may be at risk for school achievement or who may be demonstrating developmental delays. | 3-5 yrs. of age. | Individual. No formal training in test. Administration is required. | About 30 minutes. | Developmental age range yields information relative to child's rate of development compared to norms. | DIAL, Inc. |
| Denver Developmental Screening Test (DDST) | A general developmental screening instrument used to determine those children from birth through 6 who may be demonstrating delayed development within the Personal-Social; Five Motor; Adaptive; Language; and Gross Motor Areas. | 0-6 yrs. | Individual, no formal training in test. Administration is required. | About 20 minutes. | Developmental age range yields information relative to child's rate of development compared to norms. | Ladoca Project & Publishing Foundation Inc. |

2nd Level Preschool Screening Instruments

| Title | Purpose | Age Group | Administration | Time | Scores | Pub. Code |
|---|---|---|---|---|---|---|
| Assessment of Children's Language Comprehension (ACLC) | Designed to measure receptive vocabulary and receptive language skills. Receptive vocabulary is measured in terms of nouns, participles, adjectives, and prepositions. Receptive language is measured in terms of increasing number of critical elements presented. | 3 - 5 years | Individual. Can be given by classroom teacher or person trained in the use of the instrument. | About 20 minutes. | Raw scores yielded for vocabulary section compare with norms for ages. Raw scores connected to % and compared to norms for age. | Consulting Psychologists Press Inc. |
| Developmental Test of Visual Motor Integration | A measure of the complex skill, visual-motor integration. This is the ability to use, in an integrated fashion, visual and motor skills. Also provides a separate assessment of visual perception and motor performance. Designed to facilitate educational programming. The visual-motor integration skill is highly correlated with ability to read. | Can be administered to children ages 2-15. However, it was designed primarily for preschool & early primary grades. | Group or individual administration. Not necessary to have formal training in test administration. | About 15-30 minutes. | Visual-motor integration age equivalent. This is compared to the child's chronological age. | FEC |

2nd Level Preschool Screening Instruments (cont.)

| Title | Purpose | Age Group | Administration | Time | Scores | Pub. Code |
|---|---|---|---|---|---|---|
| Peabody Picture Vocabulary Test | Designed to provide an estimate of a subject's verbal intelligence through measuring his hearing vocabulary. It has two equivalent forms of the test. | Preschool to adulthood | Requires no special preparation other than complete familiarity with the test material. | Untimed. Takes about 10-15 min. | Mental age, I.Q. and percentile. | AGS |
| Slosson Intelligence Test for Children and Adults | A short intelligence test useful as individual screening for both children and adult. An individual test. | About 3 years through adulthood | Can be administered by teachers, social workers, doctors, & others with a background in testing. | About 20 to 30 minutes. | Mental age and I.Q. | SEP |
| Verbal Language Development Scale | Informant (interview someone who is intimately familiar with person being scored) This instrument is designed to measure a child's usage of language in daily life, communication activities. | 1-16 yrs. | No formal training in assessment is required. Training in use of the instrument is required | 15-20 minutes. | Yields raw score which may be converted to a language age equivalent score. | AGS |
| Vineland Social Maturity Scales | To assess a child's ability to function in his environment. | Up to 25 yrs. of age. | Interview someone who is intimately familiar with person being scored. Need practice and experience in techniques involved with interview. | 30 min. | Total scores are converted to social ages and social quotients. | AGS |

## Specific Group Test of Intelligence

| Title | Purpose | Age Group | Administration | Time | Scores | Publisher |
|---|---|---|---|---|---|---|
| Culture Fair Intelligence Tests | Designed to measure general mental ability of people having different languages and culture, and those who are influenced by different social status and education. | Scale I- 4-8 years Scale II- Scale III- over 14 yrs. | Only parts of Scale I can be group administered. | Scale I - 22 minutes Scale II & III-12½ min. | Raw scores may be transformed to mental ages or to ratio IQs. | Institute for Personnel & Ability Testing |
| Henmon-Nelson Tests of Mental Ability | Designed to measure those aspects of mental ability which are important for success in school work. | K - 2<br>3 - 6<br>6 - 9<br>9 - 12 | Group-administration. | Each level takes about 30 minutes. | Raw scores may be transformed to deviation IQs, percentile ranks, and stanines. | Houghton Mifflin |
| Kuhlmann-Anderson Intelligence Tests | Designed to assess general mental ability. | K - 12 | Group-administration. | Untimed. | Raw scores can be transformed to mental ages, deviation IQs & percentile ranks. | Personnel Press |

Teacher Interaction Systems

| Title | Purpose | Administration | Publisher |
|---|---|---|---|
| Flander's System of Interaction Analysis | To collect data on teacher behaviors that restrict or increase student freedom of action. | Requires prior training. Can be administered by formal and informal techniques. Focuses upon categories of behavior. | Reading, Mass.: Addison-Wesley |
| Fuller Affective Interaction Records 33 | To assess interpersonal behaviors of pre-service teachers and their students. | Utilizes five interpersonal dimensions. | Research & Development Center for Teacher Education University of Texas |
| Non-verbal Interaction Analysis | To record non-verbal behavior in the classroom. | Designed to parallel to the categories of verbal behavior in Flander's System of Interaction Analysis. | See Flanders. |

Vocational, Interest, and Aptitudinal Test

| Title | Purpose | Age group | Administration | Time | Publisher |
|---|---|---|---|---|---|
| California Occupational Preference Survey | Designed for the use of college students and those who are not. | Grade 9-16 & adults. | Individual administration. | 30 - 40 minutes | Educational and Industrial Testing Service |
| The Dailey Vocational Test | Designed for specific educational objectives. Measures Technical & Scholastic Test; Spatial Visualization Test; and Business English Test. | 8 - 12 & Adults. | Requires a special group of learners. Should be administered with caution and full understanding of learners' limitations. | Test I-75 minutes Test II- 30 minutes Test III- 40 minutes | Houghton Mifflin Co. |
| Flanagan Industrial Test | To generate accurate occupational predictions by testing a diversity of separate aptitude. | Adults entering business and industry. | Individual administration. Subtests are intended to use in combination for highly specific predictions. | Total 235 minutes divided into 2 sessions. FormA-165 min FormAA-70 min | Science Research Associates, Inc. |
| General Aptitude Test Battery | To determine vocational directions that youth and adults should pursue. | 16 & older | Group administration. Measures 10 areas: intelligence, verbal, numerical, spatial, form perception, clerical perception, aiming, motor speed, finger dexterity, & manual dexterity. | 145 minutes. | Bureau of Employment Security. |
| Gordon Occupational Checklist | To help students become familiar with occupations associated with activities in which they have expressed an interest. | High school students not planning to enter college. | The best use of the checklist is to direct students to Dot descriptions of occupations which they might enjoy. | 20 - 25 min. | Harcourt Brace Jovanovich |

Vocational, Interest, and Aptitudinal Test (cont.)

| Title | Purpose | Age group | Administration | Time | Publisher |
|---|---|---|---|---|---|
| Hackman - Gaither Vocational Interest Inventory: Standard Edition | To familiarize students with the world of work in relation to their vocational interests. | 9 - 12 and adults. | Self-administration. Can be scored rather quickly by the respondent. | 25 - 30 minutes | Psychological Service Center of Philadelphia |
| Kurder Occupational Interest Survey | Designed to evaluate individual preferences, likes, and dislikes for activities and occupations and to compare them with those of other persons in a diversity of careers. | Grades 11-16 & adults | 100 items are arranged in triads made up of three activities. In each triad the individual chooses the most preferred and least preferred activity. | 30 - 40 minutes | Science Research Associates, Inc. |
| Minnesota Vocational Interest Inventory | To measure career interests and attitudes of males 15 years of age and older in non-professional area. | Males over age 15 & not college bound. | There are 21 Occupational scales and 9 area scales. Students are to choose most and least preferred items. | 45 - 50 minutes | Psychological Corporation |
| Nonreading Aptitude Test Battery | A general aptitude test developed to rise with semiliterate and disadvantaged group. It measures the same aptitudes as the GATB through 9 subtests. | 14 to adulthood | A pencil-and-paper test. Maximum of six students. Can be tested at any one time. A machine-scoring is available for scoring the test booklets, converting raw scores to aptitude scores, and matching aptitude scores with Occupational Aptitude Patterns. | 190 minutes | United States Training and Employment Service |

Vocational, Interest, and Aptitudinal Test (cont.)

| Title | Purpose | Age group | Administration | Time | Publisher |
|---|---|---|---|---|---|
| Occupational Interest Survey (with pictures) Individual Placement Series | Designed to evaluate an individual's vocational preferences. | Industrial applicants and employees | Group - administration The examinee chooses a picture that reflects his career choice. | Untimed (15-20 minutes) | Personnel Research Associates, Inc. |
| Strong-Cambell Interest Inventory | To provide students with information about themselves in career planning, and to help teachers and other professionals make decisions about others with information. | 16 & older | Consists of 325 items in a "Like-Indifferent-Dislike" form | About 30 minutes | Stanford University Press |
| Strong Vocational Interest Blank for Men | To measure basic occupational interests in men. | 16 and over | A paper-and-pencil inventory of interest. Consists of 84 scoring scales. | 30 - 60 minutes. | Standord University Press |
| Strong Vocational Interest Blank for Women | To measure basic occupational interests in women | 16 and over | There are 81 scoring scales. | 30 - 60 minutes | Stanford University Press |

## Publisher's Code

AGS American Guidance Service
Publishers Building
Circle Pines, Minnesota 55014

CEM Charles E. Merrill Publishing, Co.
Division of Bell and Howell
1300 Alum Creek Drive
Columbus, Ohio 43216

CHS C. H. Stoelting Company
424 North Homan Avenue
Chicago, Illinois 60624

CPP Consulting Psychological Press
577 College Avenue
Palo Alto, California 94306

CTB California Test Bureau
Manchester Road
Manchester, Missouri 63011

DF Devereux Foundation
Devon, Pennsylvania 19333

FEC Follett Educational Corporation
1010 W. Washington Boulevard
Chicago, Illinois 60607

GA Guidance Associates
Division of Harcourt, Brace
Jovanovich, Inc.
757 3rd Avenue
New York, New York 10017

Grunne & Stratton Sabatino, David A. & Miller, Sidney. Describing Learner Characteristics of Handicapped Children and Youth. New York: Grunne & Stratton, 1979.

HBW Harcourt, Brace Jovanovich, Inc.
Test Department
757 3rd Avenue
New York, New York 10017

LRA Language Research Associates
175 East Delaware Place
Chicago, Illinois 60611

MC The Mills Center
1512 East Broward
Fort Lauderdale, Florida 33301

SEP Slosson Educational Publications
140 Pine Street
East Aurora, New York 14052

WPS Western Psychological Service
Publisher and Distributor
12031 Wilshier Boulevard
Los Angeles, California 90025

# PART II

## Evaluation Instruments Developed for the Project

This part of Volume II includes the evaluation instruments developed for the Dean's Grant Project. The two criterion-reference tests were developed to assess understandings gained by students in the Teacher Education Program. The "Role of the Regular Educator in the Education of the Handicapped" is used in Education 302, Basic Techniques and Procedures in Instruction. "Characteristics of Handicapped Students" is used in Education 301, Human Growth, Development and Learning. The Questionnaire/Checklist is used with students toward the end of their program. The evaluation form is sent to each faculty member with each set of materials. It is used to determine the usefulness of all newly developed materials.

Criterion - Reference Test

Role of the Regular Educator

in the Education of the Handicapped

1. Which of the persons below have been delegated the responsibility for referring a student for a case study evaluation?
   a) Regular classroom teacher
   b) Parents
   c) Student (when appropriate)
   d) Special education teacher
   e) Any one of the above

2. Which of the following personnel participate in a multidisciplinary team staffing?
   a) Regular classroom teacher
   b) Parents
   c) Special educators
   d) Student (where appropriate)
   e) All of the above

3. The role of the multidisciplinary team is to:
   a) determine an appropriate educational placement of a student
   b) assess the handicapped student's level of functioning
   c) refer handicapped students for a case study evaluation
   d) a & b
   e) all of the above

4. Which of the following are not the role of a regular classroom teacher in the education of the handicapped student?

   a) Working cooperatively with special education personnel

   b) Participating in the I.E.P. meeting

   c) Writing an I.E.P.

   d) Referring a student for a case study evaluation

   e) All of the above

5. What are some of the school-related services for the handicapped student?

   a) Social work service

   b) Counseling service

   c) Psychological service

   d) Transportation

   e) All of the above

6. The following are mandated components of the Individualized Education Program except:

   a) the student's level of performance

   b) due process hearing

   c) short-term objectives

   d) special education and related services

   e) annual goals

7. An Individual Education Program is:

   a) a legally binding document

   b) only for handicapped students

   c) for all children in our schools

   d) b & c

   e) all of the above

8. Regular classroom teachers are responsible for participating in the education of the handicapped due to the Congressional legislation of:
   a) the Hatch Act
   b) the 1964 Civil Rights Act
   c) the Adjournment Resolution of 1975
   d) P.L. 94-142

9. Providing handicapped students the least restrictive education would be best accomplished in:
   a) special education classroom
   b) special school
   c) regular classroom with supportive services
   d) institutions

10. Circle the person or persons who you feel should be involved in the development of a handicapped student's I.E.P.
   a) Parents
   b) Regular classroom teacher
   c) Special educators
   d) Student
   e) All of the above

11. Preparing handicapped students for job awareness and job training will be:
   a) a benefit to the handicapped
   b) a benefit to the handicapped and the community
   c) misuse of tax dollars
   d) a waste of time

12. The problems of the handicapped are:

a) too difficult for regular educators to mediate in the regular classroom

b) can only be mediated by special educators

c) can be mediated cooperatively by special and regular educators

d) a burden on the schools.

Criterion Reference Test

Characteristics of Handicapped Students

1. Of the behaviors listed below, which one best describes a student who has a visual perception problem?

   a) Holding an object too close or too far from his eyes
   b) Rubbing his eyes frequently
   c) Inability to discriminate between different symbols
   d) Inability to communicate with sign language

2. Which of the following characteristics might be exhibited by a student who is having an auditory perception problem?

   a) Inability to discriminate sounds
   b) Watching lips of someone communicating with him
   c) Inability to attend to an auditory stimulus
   d) Inability to hear a stimulus

3. Which of the following characteristics might be demonstrated by a student who is visually impaired?

   a) Squinting
   b) Poor visual memory
   c) Visual sequencing problems
   d) Problems with visual figure-ground

4. An example of sensory-motor problem is:

   a) the inability to develop consistent left or right-sided approach in use of hands or feet
   b) the inability to use arms and legs effectively
   c) the inability to utilize extremities effectively
   d) all of the above

5. Public Law 94-142, "The Education for All Handicapped Children Act of 1975", requires that:

   a) all handicapped students have equal rights and educational opportunities as regular students
   b) all handicapped students must be placed in the regular classroom
   c) all handicapped students receive a free and appropriate education
   d) b & c
   e) a & c

6. Which are the major sensory areas that are important to the educational growth of a student?

   a) Speech
   b) Vision
   c) Hearing
   d) b & c
   e) All of the above

7. Which of the following is the least restrictive environment for handicapped students?

   a) Special classroom
   b) Special school
   c) Regular classroom
   d) Resource room

8. If a student is experiencing difficulties in academic or social interactions, and is suspected of being educationally handicapped, the classroom teacher is required to:

   a) send a letter to the parents of the student
   b) inform the principal
   c) make a referral
   d) develop a special program for the student

9. Education of the handicapped student would be best accomplished in a:

   a) special school
   b) institution
   c) regular classroom
   d) special classroom

10. Identification of students with learning problems/handicaps should begin with:

    a) the regular classroom teacher
    b) special educators
    c) psychologists
    d) social workers

11. Regular educators:

    a) should be trained to mainstream handicapped students
    b) are not expected to teach handicapped students
    c) should learn about handicapped students on a volunteer basis
    d) need extra training to work with the handicapped.

QUESTIONNAIRE/CHECKLIST

| | Yes | No |
|---|---|---|
| Do you believe you are prepared to assist handicapped students? | ☐ | ☐ |
| Has the school been helpful to you in serving handicapped students? | ☐ | ☐ |
| Does the building administrator provide your assistance? | ☐ | ☐ |

What school personnel participated in the first I.E.P. conference?

a. Regular teacher ☐
b. Special Education teacher ☐
c. Principal ☐
d. School nurse ☐
e. School psychologist ☐
f. Director of Special Education ☐
g. Speech therapist ☐
h. Music teacher ☐
i. Physical Education teacher ☐
j. Other _____ ☐

| | | |
|---|---|---|
| Before working with handicapped students, did you believe you could assist such persons? | ☐ | ☐ |
| Since working with handicapped students, have your attitudes toward the education of the handicapped changed? | ☐ | ☐ |
| Do you believe mainstreaming is beneficial? | ☐ | ☐ |
| Are handicapped students helped socially by placing them in regular classrooms? | ☐ | ☐ |
| Are handicapped persons' needs and wants greatly different from you and your friends? | ☐ | ☐ |
| Do you believe you can make a difference in the learning process for handicapped students? | ☐ | ☐ |
| Should parents be excluded from the I.E.P. process? | ☐ | ☐ |

| | Yes | No |
|---|---|---|
| Should students be excluded from the IEP process? | ☐ | ☐ |
| Can special educators be helpful to regular classroom teachers? | ☐ | ☐ |
| Will the special education program have a positive effect on the handicapped person? | ☐ | ☐ |

## EVALUATION FORM

Special Education Materials

1. Do you feel that this information is relevant to you?

Yes___No___

2. Do you feel this information will be useful to you?

Yes___No___

3. Is this information presented in an understandable manner?

Yes___No___

4. Comments: